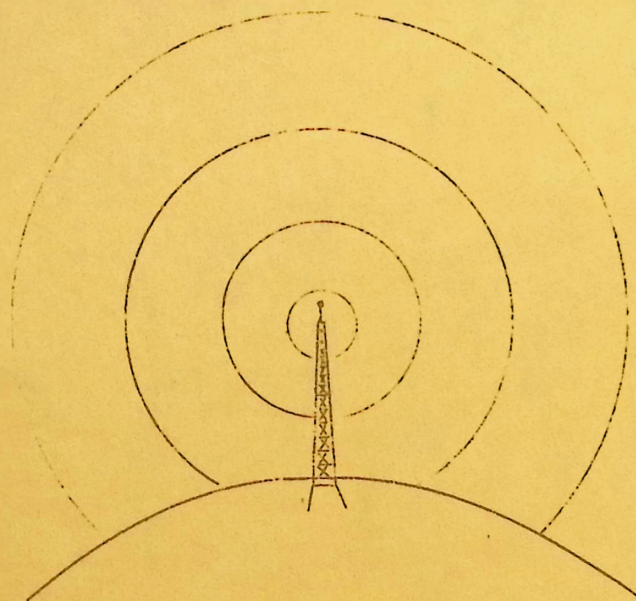


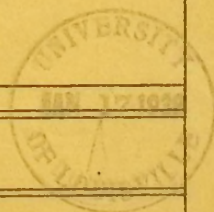
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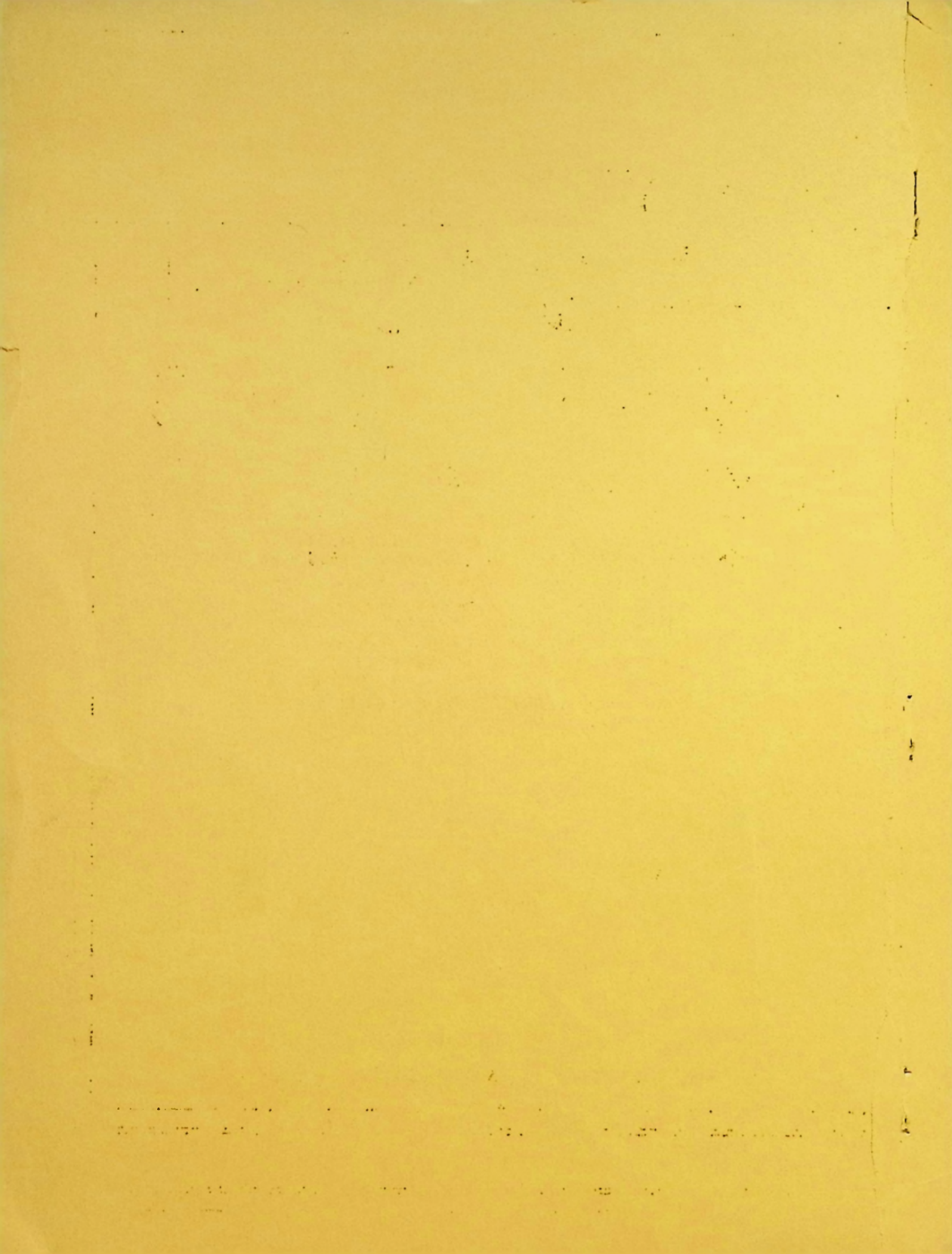
LOUISVILLE

RADIO  
DISCUSSION  
OF  
YOUTH PROBLEMS  
AND  
NYA ACTIVITIES.  
IN  
KENTUCKY AND INDIANA



NATIONAL YOUTH ADMINISTRATION  
FOR KENTUCKY







RADIO DISCUSSION  
OF  
YOUTH PROBLEMS AND NYA ACTIVITIES  
IN KENTUCKY AND INDIANA



Presented over Station WAVE, Louisville, Kentucky, at 6:30 P.M. Wednesday, December 15, 1937, with Mr. Robert S. Richey, Director, National Youth Administration of Indiana, Mr. Frank D. Peterson, Associate Director, National Youth Administration for Kentucky, and Mr. H. M. Lukins, Announcer, Station WAVE, participating. Continuity prepared by W. Edmund Baxter, NYA Administrative Assistant.

Issued by  
National Youth Administration for Kentucky  
Robert K. Salyers, State Director

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NYA RADIO BROADCAST PRESENTED OVER  
STATION WAVE, LOUISVILLE, KY., AT 6:30 P.M.  
WEDNESDAY, DECEMBER 15, 1937

Music - Stars and Stripes Forever

MR. LUKINS

This evening we are fortunate in having with us Mr. Robert S. Richey, Director of the National Youth Administration for Indiana, and Mr. Frank D. Peterson, Associate NYA Director in Kentucky, who are in Louisville today for a conference on youth problems and NYA activities in the two states.

Mr. Peterson, before you and Mr. Richey proceed with your discussion on the needs of young people and the work NYA is doing to serve them, I should like to ask a few elementary questions which might be of interest to some of our listeners who may not be well acquainted with the National Youth Administration program.

MR. PETERSON

Certainly, Mr. Lukins. I should be glad for you to do that very thing.

MR. LUKINS

First of all, what does NYA do?

MR. PETERSON

That's a pretty broad question, Mr. Lukins; however, I shall try to give a brief reply. The National Youth Administration serves, primarily, underprivileged young people. Its entire program is directed toward the education and training of less fortunate boys and girls. First, it endeavors to keep young people in school. Second, it provides training and work experience for needy unemployed young people who are out-of-school. Third, NYA encourages and sponsors guidance, job training and job placement activities.





MR. LUKINS

How does your organization fulfill its function of keeping young people in school?

MR. PETERSON

NYA provides part-time employment for needy students who could not otherwise remain in regular attendance.

MR. LUKINS

Oh, yes, Mr. Peterson, when in school at the University of Louisville, I knew several students who were on NYA. Does aid to college students constitute the entire student aid program?

MR. PETERSON

No, Mr. Lukins, we also provide aid for needy high school students who cannot remain in school without assistance.

MR. LUKINS

Well, Mr. Peterson, there seems to be little expense attached to attending high school. Nearly everyone, regardless of financial status, goes to a high school located in his own community. Why should NYA assist high school students? Don't we have compulsory attendance laws which require that they stay in school?

MR. PETERSON

It costs less to attend high school than college; in fact, there is a significant difference between the amount of money college and high school NYA students may be paid. Young people in college receive up to \$15.00 monthly, while those attending high school may be paid as much as \$6.00 per month. There are thousands of young people in Kentucky today whose parents cannot provide them with the clothing, books, school supplies and other things incidental to school attendance. True enough, we have a compulsory attendance

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law in Kentucky, but it does not require attendance beyond the age of 16. Young people aided by NYA are between the ages of 16 and 25. Even if the attendance law was extended upward two years, it would be difficult to provide rigid enforcement, for a person cannot remain in school and do satisfactory work without necessary books, school supplies and clothing.

Mr. Richey, does Indiana have a compulsory school attendance law?

MR. RICHEY

Yes, Mr. Peterson, the Indiana law is similar to yours. Young people may leave school upon reaching their 16th birthday. Almost the same situation prevails in our state. We find that many Indiana boys and girls are forced to leave school due to financial reasons. Some remain under trying circumstances--they wear ragged clothes, try to get along without necessary books, and carry lunch pails which are almost empty. Although a person who suffers these hardships is to be admired, it is a bitter experience for him to sit in the same classroom with others who are well clothed, properly fed and who are in a position to purchase almost anything they need.

MR. LUKINS

Mr. Peterson, the NYA students I knew at the University of Louisville were outstanding in scholarship. I received the impression that NYA made outright grants to superior students. Are all NYA students required to work?

MR. PETERSON

Absolutely, and the work must be socially desirable. There is also a ruling to the effect that NYA students must maintain a satisfactory scholastic record.

MR. LUKINS

What is a satisfactory scholastic record? Parents seem to be under the

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impression that nothing less than 100 per cent is a satisfactory mark.

MR. PETERSON

Parents are that way. Naturally, they want their own children to excel. But getting back to your question, it is up to local school officials to decide what constitutes satisfactory school work. Usually an average of "C" or higher is required. The school officials also investigate each applicant's need for assistance. NYA jobs, then, are given to needy students who demonstrate their ability to do satisfactory school work.

MR. LUKINS

Is NYA aid available to students at all institutions?

MR. PETERSON

Non-profit making, tax exempt institutions may participate under the student aid program. Needy students at Georgetown College, for example, receive NYA aid under the same conditions as those who attend the University of Kentucky.

MR. LUKINS

I beg your pardon for offering so many questions, gentlemen, but I should like to ask just two or three about the program the National Youth Administration sponsors for out-of-school young people. Mr. Richey, if you don't mind, I shall ask you what NYA is doing for boys and girls who are not in school.

MR. RICHEY

In Indiana thousands of the sons and daughters of parents receiving or in need of public assistance have left school around the 8th and 9th grades and have been thrown into competition for jobs with neither training nor work experience. It is this group we attempt to serve through our program for

...the fact that the ... of the ...

### 1. Introduction

The purpose of this report is to provide a detailed analysis of the ... and to identify the main factors influencing the ... The report is organized as follows: first, a brief overview of the ... is given; then, the ... is discussed in detail; finally, the ... is summarized.

The following sections will be discussed in detail:

### 2. Methodology

The methodology used in this study is based on the following principles:

### 3. Results

The results of the study are presented in the following sections. The first section discusses the ... and the second section discusses the ... The third section discusses the ... and the fourth section discusses the ...

### 4. Conclusion

In conclusion, the study has shown that the ... and that the ... The results of the study are consistent with the findings of previous research in this area. The study also highlights the need for further research in this area.

### 5. References

The following references are cited in this report: ... The study also highlights the need for further research in this area.



out-of-school and unemployed youth. They are assigned to projects designed to provide work training, experience and a general knowledge of the habits and attitudes that go along with holding a job.

MR. PETERSON

How many out-of-school people do you have working at the present time, Mr. Richey?

MR. RICHEY

Because of limited funds we are able to employ only 2,500 youth on NYA work projects. Fortunately, though, many young people employed under this phase of NYA are finding jobs in private industry and other underprivileged and untrained youth are assigned to take their places.

What about the Kentucky program, Mr. Peterson, Were you, too, required to effect a sizeable quota reduction? Are many of your out-of-school workers finding jobs in private industry?

MR. PETERSON

On June 15th we had approximately 9,000 young people employed on projects, while at present only 6,100 are working. In urban sections there is a large turnover of workers. In Louisville, for example, more than 500 young people, many of whom obtained jobs in private employment, left projects during the past 11 months; however, about 80 per cent of Kentucky's population is rural and there are few employment opportunities in rural sections.

MR. RICHEY

Your wage schedule, I believe, differs from Indiana's. How many hours and how much money do out-of-school project workers earn in Kentucky?

MR. PETERSON

Hours vary from 40 to 50 per month, while monthly earnings range from 10 to 23 dollars. Something like 75 per cent of the project employees work 50

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hours and receive 20 cents per hour to earn a total of \$10.00 monthly. Indiana's wage schedule, I think, is slightly higher than ours, Mr. Richey.

MR. RICHEY

That's true. Practically all Indiana out-of-school youth work 40 hours per month and earn 14 to 25 dollars. The wage rates, of course, are determined by those prevailing in the community. The comparatively small number of hours, of course, makes for difficulty in the operation of large scale projects; however we have done a great deal of stone work. Two examples of this type of work, to which we point with pride, are shelter houses at Bedford and Evansville, Indiana. I hope some time you will drop by and see these, Mr. Peterson.

MR. PETERSON

I should like to, Mr. Richey. Often we in Kentucky get some valuable ideas from other states. I have heard of several other interesting Indiana projects. What is it you are doing in Hammond, Indiana?

MR. RICHEY

Apparently you have reference to our girls project there. The workers on this project are preparing complete records on all persons who have been naturalized in the naturalization district. This is the first time such a record has been compiled. The work in itself has been an education for the youth. Besides learning a great deal about clerical work, they have had the opportunity to interview various public officials, as well as the persons who were naturalized. These contacts make for development of poise, tact and initiative.

MR. LUKINS

Allow me to ask a question here. Does the Federal Government provide all of the funds necessary for the operation of NYA? Does it provide materials





for projects such as those you have mentioned, Mr. Richey?

MR. RICHEY

Not by any means, Mr. Lukins. All NYA work projects are operated in co-operation with local agencies. These local agencies furnish materials, advise on program planning and in some instances determine the type projects to be instituted. Schools and colleges, at which students are receiving NYA aid, furnish all necessary materials and supervision.

MR. LUKINS

Oh, yes, it is sort of a cooperative enterprise between the Federal Government and local agencies. And another question--what is done with the things made on NYA projects?

MR. RICHEY

Buildings, of course, become the property of the community; movable articles, such as garments made on sewing projects and furniture, are turned over to the local cooperating sponsors. The garments are distributed to needy families and school children, while the furniture is used by schools and other public agencies. That reminds me, Mr. Peterson, I want to ask you about those Kentucky NYA work shops which were mentioned at the recent conference of NYA Directors in Washington.

MR. PETERSON

At present we have work shops or woodworking projects in 35 Kentucky communities and arrangements are being made for the establishment of others. The out-of-school young men who are employed in the work shops have shown a great deal of interest in woodworking and have turned out some fine work. This type of work is beneficial, not only to the youth from the training viewpoint, but to the community as well. Thousands of articles of school furniture, including chairs, tables, desks and cabinets, have been made for Kentucky schools.

THE HISTORY OF THE UNITED STATES OF AMERICA

CHAPTER I

THE first of the great principles of the American Revolution was the right of the people to alter or to abolish their government, and to institute a new one, when it became necessary for them to do so. This principle was the foundation of the American Republic, and it was the first step towards the establishment of a government of the people, by the people, and for the people.

CHAPTER II

THE second of the great principles of the American Revolution was the right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures. This principle was the foundation of the American Republic, and it was the first step towards the establishment of a government of the people, by the people, and for the people.

CHAPTER III

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CHAPTER IV

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And that reminds me of another service to the schools of the state--the painting and repair of rural school buildings. Between January 1936 and September 1, 1937, 1,399 school buildings were painted, repaired and generally improved by NYA out-of-school youth.

MR. RICHEY

In Indiana we have tried to arrange our projects in such a way that the youth workers will not be required to pay car fare to get to and from their work centers. What have you in Kentucky done to meet this problem, Mr. Peterson?

MR. PETERSON

Our situation in Kentucky is quite different. A number of the project workers in the mountain sections of the state have never seen a street car. I would estimate that fewer than 15 per cent of the Kentucky NYA project workers are anywhere near a car line. This makes for a greater transportation problem, however. It is not unusual for a Kentucky youth to walk eight or even ten miles to and from his place of employment, and this, Mr. Richey, is one of the things which makes me feel that we are dealing with a high class group of girls and boys. Certainly any person willing to walk even eight miles per day six or more days a month in order to receive the sum of \$10.00 is entitled to consideration.

MR. RICHEY

Although Indiana is not predominantly rural, 45 per cent of its people reside in rural areas, and we can appreciate the problems with which you are confronted in a state which is 80 per cent rural.

MR. PETERSON

Last month the Washington Office requested an estimate on the need for NYA assistance in the various states. What did you learn about the situation in Indiana, Mr. Richey?

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MR. RICHEY

We estimate there are not more than 10,000 out-of-school and unemployed young people from families receiving or in need of assistance who are not being served by any government agency at present. However, it can readily be seen that youth unemployment is still high and that there are literally thousands of boys and girls without jobs and without preparation for them. What did the Kentucky study show, Mr. Peterson?

MR. PETERSON

The estimate we prepared indicates there are 30,072 out-of-school young people in Kentucky who are eligible for and in need of National Youth Administration assistance. A supplementary survey on the need for student aid indicates that approximately 5,000 additional students would be in high school if sufficient NYA funds were available and that about 1,500 more would be enrolled in Kentucky colleges if the NYA program were expanded to provide for that number.

MR. RICHEY

I wish we could continue our discussion of student aid and work project activities, but before I go I want to ask about what you are doing in the field of guidance and placement.

MR. PETERSON

Your modesty probably prevented you mentioning the excellent work being done by the Junior Placement Service in Indianapolis. Didn't I hear that this agency made more than 100 placements in private industry last month?

MR. RICHEY

To be exact, Mr. Peterson, the number was 130, but these placements account for only a small proportion of the boys and girls looking for jobs. Besides trying to provide immediate jobs for the applicants who register at

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It is a very common mistake to think that the only way to get a good education is to go to a university. In fact, there are many other ways to get a good education. For example, you can learn from books, from the internet, or from a mentor. The key is to be motivated and to keep learning.

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2000

There is no doubt that the above information is correct and that the same is being furnished to the proper authorities for their consideration.

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1. The first of these is the fact that the majority of the population of the United States is of European descent. This is a fact which has been recognized by the government and the people alike. It is a fact which has been recognized by the government and the people alike. It is a fact which has been recognized by the government and the people alike.



the placement service, our counselors discuss with each applicant the problems which confront him in finding his proper place in society. Every effort is made to place young people in work which is in line with their skills, interests and aptitudes. Mr. Ward of the Washington Office appeared to be well pleased with the Junior Placement Service in Louisville. How does this agency differ from the one in Indiana?

MR. PETERSON

The Louisville Junior Division functions in about the same way as the Indiana Service. It operates as a part of the Kentucky State Employment Service Office which is located at 633 S. 5th Street. The Louisville Office interviewed 450 individuals and obtained jobs for 52 during December.

MR. RICHEY

We have been interested in observing the vocational information bulletins and occupational studies which NYA for Kentucky has issued. How are you distributing these, Mr. Peterson?

MR. PETERSON

As you know, these are issued for the purpose of providing young people with information about occupations and job training. Copies are furnished to school executives, guidance counselors, NYA supervisors and others interested in the problems of young people. I am happy to say that there has been a tremendous volume of requests for these bulletins. We have learned of the interesting guidance experiment being conducted in the northern part of Indiana. I wonder if you would tell us more about this undertaking, Mr. Richey.

MR. RICHEY

Every two weeks, NYA employees in South Bend, Hammond, Elkhart, Gary and Michigan City are meeting for voluntary vocational guidance classes which are

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1. The first of these is the fact that the information is not being disseminated to the public in a timely manner. This is a serious problem, as the public has a right to know what is going on in the government. The second problem is that the information is often incomplete or misleading. This can lead to confusion and mistrust. The third problem is that the information is often presented in a way that is difficult to understand. This can also lead to confusion and mistrust. The fourth problem is that the information is often presented in a way that is biased. This can lead to a distorted view of the situation. The fifth problem is that the information is often presented in a way that is not consistent with the facts. This can lead to a distorted view of the situation. The sixth problem is that the information is often presented in a way that is not consistent with the interests of the public. This can lead to a distorted view of the situation. The seventh problem is that the information is often presented in a way that is not consistent with the principles of democracy. This can lead to a distorted view of the situation. The eighth problem is that the information is often presented in a way that is not consistent with the values of the society. This can lead to a distorted view of the situation. The ninth problem is that the information is often presented in a way that is not consistent with the needs of the people. This can lead to a distorted view of the situation. The tenth problem is that the information is often presented in a way that is not consistent with the interests of the future generations. This can lead to a distorted view of the situation.

1999

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.



designed to give them a definite aid toward an occupation. At the first meeting each boy and girl was given a test to locate his vocational interests. There were 96 divisions to this test, ranging from artistic work of a creative nature to that involving the handling of food. While not designed to help young persons choose a definite vocation, this test did attempt, through analysis of their present work interests, to discover tendencies which might be developed.

It was followed by an occupational inventory, showing the basic requirements for various kinds of work. All types of occupations were listed, and the qualifications they required were divided into ten areas: namely, artistic, humanistic, literary, scientific, commercial, technical, mechanical, industrial, constructional and transportation. After thorough study of the list and the attributes various occupations require and in what degree, the students were expected to be able to make some tentative selection of the work into which they might fit. Those professing the same interests are now being divided into small study groups so that specialized work can be done along particular vocational lines.

Lectures by representatives of leading industries in the various towns are to be given to all the groups throughout the winter. The speakers are expected to outline the various types of work required in their particular business, and the qualifications necessary for employment in them.

MR. PETERSON

Quite interesting, Mr. Richey. I have been noting your comments on the Indiana NYA program and I want to include the number of people employed under each phase of your program. Will you please give me this information?

MR. RICHEY

At present we are employing 2,300 college students who are attending 38 different institutions, more than 4,000 high school pupils and 2,500 out-of-school youth.

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MR. PETERSON

Thank you, Mr. Richey. The Kentucky NYA reaches a few more people but the average amount received by each person is considerably lower than the average for Indiana. At present NYA for Kentucky is aiding 1,875 college students, 5,900 high school pupils and 6,100 out-of-school youth.

MR. LUKINS

It has been a pleasure to be here and participate in this program. Your conversation has proven exceptionally interesting. Before you gentlemen conclude your discussion, I should like to ask how boys and girls go about getting on NYA.

MR. PETERSON

Boys and girls who are seeking NYA high school aid should apply to the principal of the school they plan to attend. College students should make application to the president of the institution in which they wish to enroll. Out-of-school and unemployed young people between the ages of 18 and 24 who are members of families receiving or eligible for public assistance who are seeking employment on NYA work projects should apply to local relief officials.

MR. LUKINS

Ladies and gentlemen, you have been listening to a discussion on the activities of the National Youth Administration by Mr. Robert S. Richey, Director of the NYA for Indiana, and Mr. Frank D. Peterson, Associate NYA Director in Kentucky. If you have questions or problems concerning the NYA activities, you may address the National Youth Administration, care of this station, WAVE, Louisville.

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